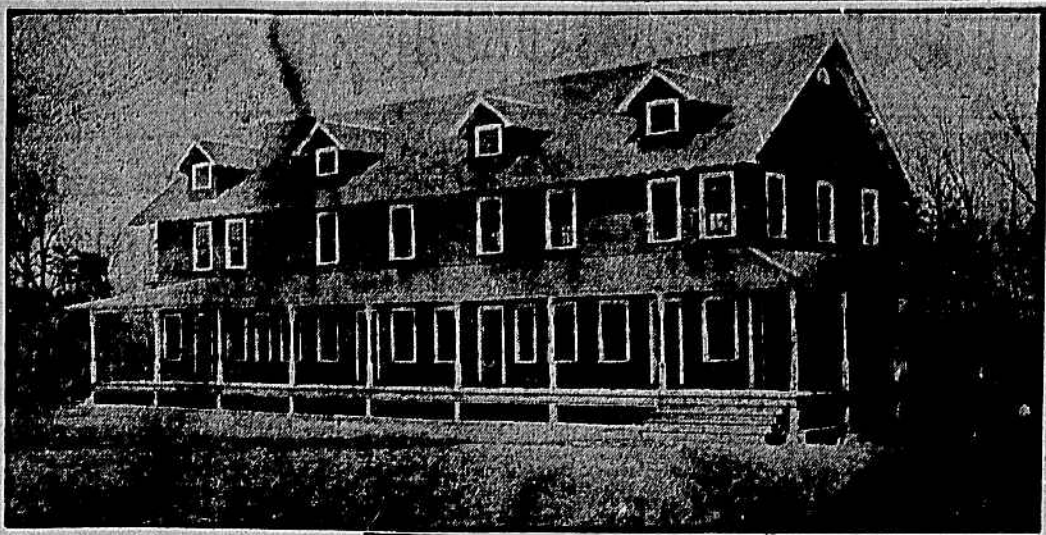


## Improvement in Nelson County School Building



These two pictures of the school buildings at Schuyler, Nelson county, illustrate the improvement in school buildings in Virginia. The upper picture shows the new high school building recently completed, and the lower picture shows the old building which it supplants.

## HIGH SCHOOLS IN THE SOUTH

What Superintendent Eggleston Told Memphis Conference as to Virginia Situation.

## TELLS OF FINE PROGRESS

Points Out to Southern Brethren What Old Dominion Is Doing.

Before the recent meeting of State superintendents and the Conference on Education in the South, held recently at Memphis, Tenn., Hon. Joseph D. Eggleston, Jr., State Superintendent of Public Instruction of Virginia, delivered a most interesting and instructive address on "Public High Schools in the South." That portion relating to what has been done and is being done in Virginia will be of interest to the school people of the State. It follows:

In Virginia the General Assembly of 1906 gave \$50,000 a year to encourage the establishment of high schools in rural communities. The location is left with the State Board of Education, which, like the Louisiana State Board, has large powers. There are five inspectors of schools. With the \$50,000 study, new high schools were established two sessions back, and twenty others were added. There are three grades of high school work—a four-year course, a three-year course and a two-year course. The State appropriation is limited to the pay of teachers of high schools, the buildings and equipment and a part of the teaching fund being provided by local taxes. Applications far exceed the power to aid. A minimum of \$200 and a maximum of \$100 is provided from the State fund. In no instance is aid given unless the local authorities give at least as much as the State. As a matter of fact, the local communities have given several times the amount provided by the State. The State Board of Education fixes all requirements as to course of study, minimum term (eight months), character of buildings, qualifications of teachers, etc.

**Doubled the Amount.**

The Assembly of 1907, which adjourned in March, doubled the annual appropriation from \$50,000 to \$100,000, for the further extension of high school work in rural communities. Eighty-five counties established at least one high school under the new appropriation; and at least ninety-five counties will have high schools next session.

In addition to doubling the appropriation, the Assembly gave \$15,000 a year to establish, in each county, certain high schools, county training schools for teachers, following the Michigan, Wisconsin and Nebraska plans. The training school will be a post-graduate one-year course in normal methods, in-school hygiene, English, mathematics, elementary psychology, etc. These training schools are to be located by the State Board under such rules and regulations as it may see fit to make, but not over \$15,000 is to be used in any one school. The amount is to be used exclusively for the pay of the teacher or the teachers in the training school. No training school will be established except in a four-year high school, where classrooms are adequate, or in any place except where boarding facilities are sufficient.

**Attendance Limited.**

The attendance will be limited to graduates of at least two-year high schools, and to such teachers as may wish to improve themselves in scholarship and work. The course will be for one year and practice work will be done in connection with the graded school at hand. In no other way do we see how we can provide teachers in sufficient numbers for the rural schools, notwithstanding the fact that we have voted appropriations for two additional State normal schools. This plan has met with great success in New York, Wisconsin, Michigan, and Nebraska, and has not interfered with the State normal. We expect to have about fifteen of these training schools.

**Additional Sum.**

In addition to this appropriation for training schools, the Assembly of 1908 has given \$200,000 a year, with which to commence in each congressional district the teaching of agriculture and domestic science in connection with certain high schools therein. This gives \$2,000 for each of such schools, this amount to be used exclusively for teaching. In no other way do we see how we can provide teachers in sufficient numbers for the rural schools, notwithstanding the fact that we have voted appropriations for two additional State normal schools. This plan has met with great success in New York, Wisconsin, Michigan, and Nebraska, and has not interfered with the State normal. We expect to have about fifteen of these training schools.

**On Historic Ground.**

Historic Appomattox, a town of 450 people, has raised \$6,000 by private subscription and will erect a \$15,000 building and give ten acres of land, it thereby may secure the State appropriation. Upon the bloody fields of Fredericksburg a State Normal and Industrial School is to be erected in the near future; upon the battleground of Manassas a splendid industrial school for boys and girls is already planned, as I have indicated. And within a stone's throw of where the matchless Lee surrendered his sword to the magnanimous Grant a temple of childhood will be built that will be a light of hope to the children of that community near county. Truly peace hath her victories no less renowned than war.



**Reason for It All.**

The recital of these dry details will cause many of those in this audience to ask why so much time has been given to this review. To an outsider, not knowing our conditions and not familiar with the educational history of our recent past, this recital may prove altogether uninteresting and may seem altogether unnecessary; but to those who look back on the past four or five years and take stock of the high school conditions in the South at that time and the conditions at present time, the facts and figures given to you in this crude way will be eloquent indeed.

Even the dullest of us must note the trend toward industrial education, and especially toward that form of industrial education which recognizes the agricultural environment in which from 75 to 85 per cent. of our boys and girls are reared. No period of our educational history has been more critical than the present period. In the evident attempt which the South will make to provide a practical, agricultural and home training for her boys and girls, we are confronted with the most difficult situation in our educational history. We must not permit the agricultural training schools to get away from the people, the agricultural and mechanical colleges have been prone to do.

**Are Inseparable.**

We must so interweave the school and its activities with the economic and social activities of the community that nothing can put them apart. We must reorganize and reorganize the school to fit the community life. We must go a step further and in many instances prepare to reorganize community life through the school. Some of us are already being done. I know of communities in Virginia now that are being reorganized through the schools. The process is so patent that it is being observed and commented upon by the average man.

I do not regard it as best that we should separate the agricultural and domestic science schools from our academic schools. The two, it seems to me, should go together, and neither should dominate the other. The purely academic school is too apt to dominate the industrial school. The cultural school, so called, is too apt to dominate the agricultural school, more's the pity. Our schools are dominated by and enmeshed in a bookishness that is actually unfitting the boys and girls of the community for the environment in which they have been reared, and to which most of them should return.

There is something radically wrong with the school system in Virginia, dissatisfied with his environment, and does not at the same time give him both the desire and the ability to improve that environment.

**Strive to Noble End.**

It has been said by some who believed it, and by many who did not, that the destinies of the nation were in the hands of the teachers. We can make that so if we will. It is in the hands of the school men to shape and revolutionize the South if they are wise in the handling of the school problem. If we are satisfied with the prevailing type of even the best of our present "book" schools, there is bound to be reaction, stagnation, apathy and despair from which we will not recover in a half century. This is the King's business; let us make haste with it.

I have not mentioned Texas or Oklahoma or Kentucky. We feel that Texas is ahead of us all in the matter of high schools, and that Oklahoma soon will be. I have been unable to find any one here to tell me of the high school situation in Kentucky.

**Some Deductions.**

A few deductions I am doing. It is evident:

First—That our high school systems are at present in a state of infancy, and show all the symptoms thereof, many of them exhibiting those colicky signs incident to this early state of growth.

Second—That, like fond parents, we are too prone to interpret into these infants a degree of perfection that does credit to our hearts, but is a reflection on our judgment, and bodes no good for the future unless we train up these

children in the way they should go, and not leave them, like Topsy, "just to grow up," as many of our school systems have been allowed to do.

Third—That, consciously or unconsciously, we are anticipating the Davis agricultural and domestic arts high school bill, which is destined to do so much for our people if Speaker Cannon and the Agricultural Committee of Congress will only get out of the way and let the measure pass. Up in Virginia we are consciously getting ready for the fruits of this measure. I wish the State superintendents of the South would put themselves on record in favor of this great high school bill, and use all their influence with their congressional representatives to work for its passage.

Fourth—That there is evolving a definite system of inspection of high school work in the South, which gives promise of doing much good, unless this inspection is dominated, as is the case in one or two instances, by a university classicism.

Fifth—That while the high schools of the South are infants, we are grateful that they show signs of health, indicative of a vigorous youth and a useful manhood.

Sixth—That, comparing our high school systems with the ideal standard for such schools, we are, or certainly should be, in an humble frame of mind; but comparing them with what they were five and even two years ago, we thank God and take courage.

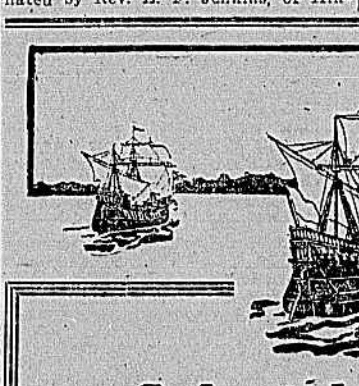
## GOOD YEAR ENDS AT VILLA MARIA

[Special to The Times-Dispatch.]

WYTHEVILLE, VA., June 27.—The thirty-ninth annual commencement exercises of Villa Maria Academy were held on the afternoon of the 18th instant, and proved a fitting close of one of the most successful terms of its history. The program, which was highly interesting and varied, was indeed one of the most excellent ever rendered at this institution. Every number was carried out in a most commendable manner, and those in attendance looked with pleasure and pride upon the talent and ability of the participants.

The instrumental numbers were especially good, the rendition of difficult compositions reflecting much credit on both the students and the teachers; while the voice numbers were of such a melodious character that they quickened the interest of all present to an expression of lively enjoyment, the artistic interpretation of them giving unusual pleasure to the more discriminating among the audience.

The prizes were distributed by the Right Reverend Bishop, all the students distinguishing themselves in a greater or less degree. The silver medal for having attained the highest average in the English course and in deportment was awarded to Miss Anastasia Peters of Clifton Forge, Va., who also won the prizes of \$20 for Christian doctrine and \$15 for arithmetic, donated by the Right Reverend Bishop. A prize of \$5 for church history, donated by Rev. E. F. Jenkins, of Hinton, W. Va., was awarded to Miss Rose Sandoz of Opelousas, La.



**Colonial Virginia**

Written for The Times-Dispatch in Commemoration of the Three Hundredth Anniversary of the Settlement of Jamestown.

By Dr. J. A. C. CHANDLER and Dr. T. B. THAM, S.

This book covers the most interesting period of history of the English-speaking people in the Western World. It is full of romance and mighty deeds.

The narrative will appeal to Virginians. Every one should be familiar with the glorious achievements of colonial days, and the book should be made a part of the history course in every school in Virginia. It is printed from clear plates, in large type, embellished with numerous half-tones in sepia, and a frontispiece in color of Pocahontas, made by Mr. William L. Sheppard from the original at Boston Rectory, Norfolk, England. The cover design is very artistic. The story is told in twenty-five chapters and 383 pages. It will be sent postpaid for \$1.00 by Colonial Virginia Company, 916 East Main St., Richmond, Va.

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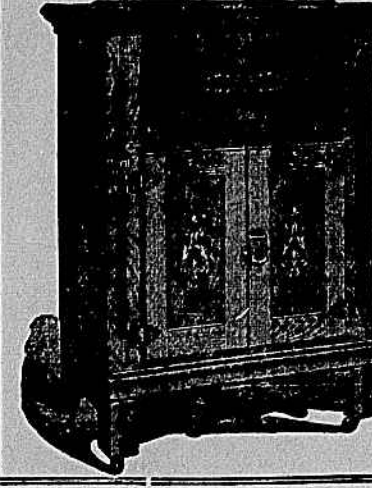
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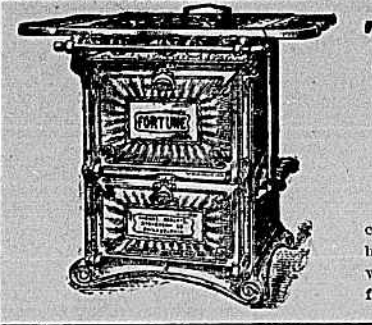


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## ON THE REVIEWER'S TABLE

**MARYLAND, MY MARYLAND, AND OTHER POEMS.** By James Ryder Randall. John Murphy Company, Publishers, Baltimore, Md., New York.

It was fortunate for James Randall when he was almost the last survivor of the poets of the Southern Confederacy, that he met, in his last visit to Baltimore, a former acquaintance from the South, Professor Henry B. Shephard, a North Carolinian, who has long resided in Maryland, enriching his adopted city's literary life by his two-fold vocation. He was a congenial spirit, and the poet needed the aid and stimulus Mr. Shephard could give him.

Mr. Andrew, a young Virginian, living in Baltimore, modestly put aside his own claim upon our gratitude in finally bringing out the volume after Randall's death, the funds for this purpose having been secured by Mr. Randall's old friend, the late William Pinkney Whyte. The introduction to the poems was written by Mr. Whyte, though it is without his signature; nor is the editor's name found upon the title page of the volume. The proceeds from its sale are to go to Mr. Randall's family.

To name Randall is to name the song which has given him immortality, "Maryland, My Maryland." Wedded to appropriate music, his fiery patriotism made an irresistible appeal to the heart of the South, and it has well been called the Confederate "Marseillaise."

Other Confederate verse of Randall's is not inferior to his great war song, and may even excel it in perfection of form, as the lines on the death of Pelham, a requiem of classic grace and beauty. A lulling, martial lyric, set to music, and familiar to many who recall those days, is the song, "There's Life in the Old Land Yet."

"Placido-Bossler" is an elegy on a Creole college friend, "Our Spotted Young Crusader" well worthy of preservation, and we miss in this collection a companion dirge on another Louisianian, "Charles B. Drevry," which is in Miss Mason's book, for rarely does this poet write anything that has not on it the hallmark of the guild of bards. Here, for instance:

"Lo! the wall surges from embattled bands  
By Yorktown's plains and Pensacola's sands,  
Re-echoing to the golden sugar lands,  
Adieu! Adieu!"

A post-bellum poem, "At Arlington," is considered by some critics as Randall's best, and he himself regarded it as the most "artistic." "Why the Robins Breast Is Red" and "Resurgam," his two noted religious poems, is each perfect in its way, the latter a hymn of rare spiritual beauty.

**"Eva" as she is "sitting lint for the brave who bled," a possible, avenging Corday:**

A bracelet clicks on her delicate wrist,  
Wrought as Collin's were at Rome,  
Out of the tears of the amethyst  
And the weal Vesuvian foam.  
The cameo image is that of the tragical French maiden, and the poet gazes:

"Till Corday sprang from the gem,  
I swear,  
And the dove-eyed damsel I knew  
Had flown—  
For Eva was not on the ottoman there  
By Psyche carved in stone.

"She grew like a pythoness, flushed with fate,  
With the incantation in her gaze,  
A lip of scorn, an arm of hate,  
And a dirge of the 'Marseillaise.'"

"Eva, the vision was not wild,  
When wreaked on the tyrants of the land—  
For you were transfixed to Nemesis,  
Child,  
With the dagger in your hand!"

KATE ROWLAND MASON.

**THE LURE OF THE MASK.** By Harold MacGrath. The Bobbs-Merrill Co., of Indianapolis. \$1.50.

An ingeniously constructed romance of the twentieth century, beginning in New York and ending in Bellaggio, Italy.

A story of a beautiful woman of rank, with a wonderful voice and an unhappy past, whose troubles finally end in Bellaggio, where an American lover claims her for his bride.

Another love-story adds to the interest of the book. Its tragic element is supplied by Giovanni, an Italian, whose daughter's heart has been broken by the villain of the book, and whose wrongs are avenged by her father.

The principal heroine of the romance tells her identity by the use of a mask. "What lives the imagination of the man from whom she conceals herself and gives an excellent illustration of the book title, "The Lure of the Mask."

**DIANA OF DOBSON'S.** By Cecily Hamilton. The Century Company, of New York. \$1.50.

An unusual story told in an original way. The principal person in it is a very unusual woman, who, by adverse circumstances, is at first leading a sordid life as a shop girl. A legacy of 2000 gives her an outlook for opportunity to spend a month in a way that gives her all the fun she has longed for and has never had, the company of cultivated people, the wearing of fine clothes, the living at good hotels, and the eating of good meals.

After the month is over, and Cinderella sits in the ashes once more, but the result of that month of fun and of the habit Cinderella had of speaking out her mind, evolve an interesting denouement.

The book as a whole is sprightly and very entertaining.

**VERA THE MEDIUM.** By Richard Harding Davis. Charles Scribner's Sons, of New York. \$1.50.

The first novel that Mr. Davis has brought out for some years deals with

the story of a young girl who is a successful medium, who has seen the seamy side of life, and who, being dominated by unscrupulous people, and her, becomes involved in a plot to induce a wealthy New Yorker to will his property away from his sister.

The incidents connected with various book happenings form a series that lead up to the interest of a final scene—in which Vera breaks down and confesses her imposture—with considerable dramatic force.

Mr. Davis has certainly done nothing remarkable in the way of book-making when he wrote "Vera the Medium," but he has produced a readable romance and one adapted to the minor demands of the summer reader.

**THE PRINCESS DEIRA.** By John Reed Scott. J. B. Lippincott Company, of Philadelphia. \$1.50.

In a certain sense "The Princess Deira" is a sequel to "The Colonel of the Red Hussars." The same characters appear in the sequel as in the older romance, and the story is characterized by the same stirring action and brilliancy of sword play in wit and intrigue.

For readers of adventure the elements are surely not lacking at the Court of Valerius, where Edward Dalberg's pretensions to the throne are opposed by all kinds of chicanery and rascality. It is a different test for an author to plan and carry out a novel that is a successful sequel. That Mr. Scott has done proves the task not an impossible one.

**THE GIRL AND THE GAME.** By Jesse Lynch Williams. Charles Scribner's Sons, of New York. \$1.50.

In this book a number of stories are written in which college life, its pleasures and its work are considered both from the graduate and undergraduate point of view. College experiences enter largely into the life of American girls and boys. Those of mature years keep up their associations with their alma mater through recurrent class days and by other equally pleasant means. For this reason "The Girl and the Game" will appeal to several classes of readers through equally popular influences.

**CLOSING EXERCISES OF LESTER MANOR SCHOOL.**

[Special to The Times-Dispatch.]

LESTER, VA., June 27.—On the 18th of June Miss Helen Weston, the popular and much beloved teacher, closed her school, after having taught it for three years, each year being the most successful.

The exercises began at 2:30 P. M., in the presence of a large and appreciative crowd. The school room was beautifully decorated. The program was very entertaining, and showed great improvement in the scholars during the past session.

Refreshments were served after the exercises, and everybody enjoyed themselves to the fullest extent. Miss Weston left for her home the following morning.

**CASORIA.** The Kind You Have Always Bought